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THE CHAIRMAN: I think that it would be improper and invidious for me to call upon any member who has not expressed a desire to take part in the discussion. I should, however, be glad to hear from any lady or any other member of the Association.

PROFESSOR C. SPRAGUE SMITH (Columbia College): I believe that we should first give the few principles necessary and apply them to the phenomena, and not give the student in any field of language any more than in anything else, the phenomena alone and let him discover the principles for himself. I think that there is a fallacy here, and I think that an error is made in the claims for the natural method based upon the assumption that the student must go into all the minutiae of grammar as was the rule in former times. I think that in the case of a bright student, the necessary grammar can be condensed into a few pages. In my own experience, I have found that all that I needed of the grammar could be condensed into two or three pages. These I could quickly grasp in a day and a half. Then starting out with the language, you bring the phenomena which are words back to the principles which you have already learned and this gives a rational basis on which to work. After you are familiar with ordinary words and expressions, you can go over the ground carefully and exhaustively and master the language.—Our object in studying languages in colleges is not to enable us to converse. That is impossible. What the student demands is the ability to read the language. That is the chief thing and it strikes me that by this method of giving them the main laws and then sending them out to collect the phenomena and compare them with the laws, we shall make true and rapid progress.

PROFESSOR CHARLES F. KROEH: My object in presenting a paper on elementary instruction in this way, was to enable the higher instruction of which we hear so much, to be carried out. This I consider the only philosophical way.

THE CHAIRMAN: I think that the author is to be congratulated upon the specific influence of his paper. We have two sorts of methods of teaching, the natural and the unnatural methods. PROFESSOR KROEH seems to have made for the present time, at least, a happy family of us all.

PROFESSOR GUSTAF KARSTEN (Indiana University) next followed with a contribution on

8. *Speech Unities and their rôle in Sound Change and Phonetic Laws*.\*

*Discussion.* PROFESSOR EDWARD S. SHELDON (Harvard University): One of course finds a certain amount of difficulty in discussing a paper like this which is somewhat technical, before so many members all of whom cannot be expected to be interested in phonetic study. For myself I do not hesitate to say that much expressed in this paper is so attractive to me that I can hardly resist the temptation to express a full agreement with some, at least, and indeed

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\*Cf. TRANSACTIONS in present volume for the full paper.

most of the views advanced in it. When I saw the announcement of the paper, I at first thought that the author meant by speech unities about the same as SWEET classes under the head of stress-groups. It appears that the idea is not exactly this, but something similar to it and in a certain sense, perhaps, identical with it. It seems to me that the distinction drawn between the new kind of speech unities and SWEET's stress-groups is of great importance. As we study the operation of phonetic laws and the manner in which language is changing and the regularity of these changes so that we can see how the laws can be studied,—as we study these, we are more impressed with the complexity of the problem before us. If in any given language we have a given law of sound change, we can study up about it. There are perhaps no real exceptions. When we have fully studied these laws we shall see that every sound changes in such and such a way in the language. We are not able to predict what changes will be made in any language. The reason is that we do not understand the language fully. As a matter of scientific study, we know no language, not even our own for such purposes as this, because we have never realised what are the real unities in our speech or which we actually use as unities in our speech. We mean the unities which present themselves to our minds. These are not single sounds as PROFESSOR KARSTEN points out and not necessarily words. They may be groups of sounds, of syllables or of words. As far as one can understand from the simple hearing of a paper for the first time, the ideas advanced by PROFESSOR KARSTEN seem to be of great importance. We may fully accept them or we may not, but they will be of great use to us in our studies.—I think that the complexity of the subject, which, at first sight, may seem to be greatly increased in view of the statements made by PROFESSOR KARSTEN, will on the contrary be diminished when we come to go farther and see how such views will work when we attempt to explain the phenomena of linguistic change. We shall see phenomena which we should naturally call phenomena of analogy at work, although that word is somewhat misleading and we shall be able to realise that the phenomena of linguistic change can be grouped under certain heads. I shall not take time to mention one or two examples that I have observed which seem to point in the direction of some of the illustrations used by PROFESSOR KARSTEN.

DR. JAMES W. BRIGHT (Johns Hopkins University): I think that this paper is altogether helpful in emphasizing the importance of the essential principles as based upon linguistic observation. It is very curious to observe how gradually the results of special study have been incorporated into specific theories. It occurred to me while PROFESSOR KARSTEN was reading his paper that there is one result of special phonetic study which has not been incorporated in the principles which he has presented, which are based upon those of PROFESSOR PAUL, namely the importance of having regard to what the Germans call "Articulationsbasis." I fancy that many changes in the

language would be explained if we knew just what that Articulations-basis was. In a certain period of English we note a tendency to the palatilization of sounds. All sounds were spoken with that tendency and this occasioned many changes. In modern English in civilised countries we have something which is the direct counter-part of this, and that is the tendency to guttural sounds, so that we have "awnsver" instead of answer. This is a factor which should be considered in a theoretical and philosophical basis for sound changes. In teaching one to speak German you must make it clear that he must not only learn isolated sounds, but also that in the main the organs must have a different position throughout.

There is also a common-place observation necessary in connection with this subject that pertains to "fashion." I do not doubt that some of us have been in sections where strange practices were the fashion. I should dislike to say that original depravity has a part in causing an individual to see any beauty in the nasal twang, so prevalent in many sections.

It may be stated that the term "voiceless vowels" is due to an American philologist, PROFESSOR WHITNEY.

As to the second chief division of the paper, the development of different forms under different stress, I think that each one may take a lesson home to himself. It is remarkable that the difference of accent in creating a difference in form in language has so long remained unobserved. We see this in such words as *of* and *off*, *to* and *too*, in which the only difference is a difference in stress. Differences in stress go hand in hand with differences in syntactic usage.

PROFESSOR A. MARSHALL ELLIOTT (Johns Hopkins University): I have only one or two observations to make. I am much gratified to see that PROFESSOR KARSTEN puts himself on record in so liberal a spirit as he has done in this paper. Some of us have been disposed to regard PROFESSOR KARSTEN as strictly a Jung Grammatiker, but when he announces such things as he has placed before us this morning, we may claim that he rests upon the fence between the two sides. I agree with him in the majority of points which he makes.—The idea that there are sound periods creating centres for other combinations is important and in accord with the general trend of science at the present day. I certainly am opposed to the theory that every language came from one language. I believe that the dialect investigations of to-day show that to infinite centres were due the origin of the various periods of speech. The best attempt which has been formulated with reference to speech periods and centres is that made by PROFESSOR GRÖBER, of Strasburg, a few months ago. PROFESSOR HORNING, in his recent dialect phonetic studies, shows that the theory is well substantiated with reference to the formation of popular speech. This goes with the idea so favorably insisted on by PROFESSOR NEUMANN in his Satzphonetik that the sentence should be regarded as the linguistic unit,—that it is not the word but the sentence which forms the linguistic unit.

THE CHAIRMAN: I am sorry that on account of the shortness of the time we shall be obliged to leave PROFESSOR KARSTEN on the fence, but we hope that in due time, he will get down on the right side which ever that may be.

PROFESSOR HERMANN COLLITZ, (Bryn Mawr College) then followed with a communication on

9. *Die Herkunft der sogenannten Schwachen Verba der germanischen Sprachen.\**

The reader was called to order before the reading of the paper was finished, as the allotted time had expired.

DR. JAMES W. BRIGHT (Johns Hopkins University): I move that PROFESSOR COLLITZ be permitted to read his whole paper.

PROFESSOR H. C. G. BRANDT (Hamilton College): I am opposed to that as we do not know how long this paper is going to be. Unless the writer can tell us that, I am opposed to the motion.

THE CHAIRMAN: The Chair must call attention to the fact that justice is due in equal measure to all who are on the programme. Our hour of adjournment is 1 o'clock. It is now past 12 o'clock and there are two more papers to follow this one. Of course it rests with the Association to extend the time or to allow any man the time on any one paper. Such time will, however, be at the sacrifice of the other papers upon the programme.

PROFESSOR SAMUEL GARNER (Annapolis, Md.): I object to the paper being continued any longer. This paper is of special interest and only half of us can understand it. I do not think that it is a good plan to encourage the custom of extending the time. In fact I think that half an hour is too long.

The motion was then put and lost.

THE CHAIRMAN: There are still five minutes due to this subject and it is for the Association to say whether it shall be devoted to the discussion or be allowed to PROFESSOR COLLITZ.

A Member: I move that the five minutes be given to PROFESSOR COLLITZ.

PROFESSOR BRANDT: We have heard only the introductory part of this paper and there is no use of discussion. The reader has just come to the paper proper.

THE CHAIRMAN: I will ask PROFESSOR COLLITZ to occupy the five minutes in such condensation as he may find possible.

PROFESSOR COLLITZ then continued the reading of his paper.

THE CHAIRMAN: I trust the Association will not think me unkind or deficient in interest in the subject-matter of the paper if I insist upon enforcing the rules as far as may be necessary.

I would now invite PROFESSOR HART, of Cincinnati, to occupy the Chair during the remainder of this session.

PROFESSOR J. M. HART (University of Cincinnati) then took the Chair.

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\*Cf. TRANSACTIONS in present volume for the full paper.